DOCUMENT RESUME

ED 185 322 CE 024 776

AUTHOR Adams, Jill J.; Evans, Carol J.
TITLE Internship Project: Evaluation and Model.
INSTITUTION Rockhurst Coll., Kansas City, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 59p.; Not available in paper copy due to broken print.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Education; Career Development; *Careers; *Consultation Programs; *Employed Women; Employment Opportunities; Females; Human Resources; *Internship Programs; *Nontraditional Occupations; *Professional Occupations; Program Evaluation; Work Experience
IDENTIFIERS Missouri (Kansas City); Speakers Bureaus; Womens Educational Equity Act

ABSTRACT

A project funded by a Women's Educational Equity Act grant provided women greater access to and awareness of nontraditional career opportunities and gave successful Kansas City, Missouri, professional women greater visibility in the community. The three components were (1) an internship program during which a woman intern was placed under supervision of an established woman professional working in a nontraditional career area, (2) a Reference Bank composed of women professionals in nontraditional career areas for use by women seeking specific career information, and (3) a Speakers Bureau with talented women from various career areas available to speak about women's career possibilities and provide encouragement for women considering nontraditional careers. Evaluation of the internship component included evaluative questionnaires completed by interns and supervisors, verbal critique in informal conversation, and informal follow-up of the interns. The internship program proved valuable for women interested in testing a decision concerning specific career areas and committed to gaining additional training necessary to qualify for a particular occupation. Development of a Speakers Bureau and Reference Bank were natural outgrowths of the internship program because of the professional contacts made while identifying supervisors. (Appendixes, amounting to two-thirds of the report, include project materials and evaluation forms and results.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185322

#59

Internship Project: Evaluation and Model

CE 024 776

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Janet Whitla

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The activity which is the subject of this report was supported in whole or in part by the Office of Education, U.S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

DISCRIMINATION PROHIBITED.--No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

Jill J. Adams
Women's Center for Non-Traditional Careers
Rockhurst College

and

Carol J. Evans
Women's Center for Non-Traditional Careers
Rockhurst College

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Joseph A. Califano, Jr., Secretary
Mary F. Berry, Assistant Secretary for Education

Office of Education
Ernest L. Boyer, Commissioner

INTRODUCTION

The nature and purpose of the WEEA grant was to provide a model approach for assisting women in overcoming career entry barriers imposed by past discrimination, sex role stereotyping, and sex role socialization. The program encompassed three interrelated components:

1. An internship program during which a woman intern was placed under the supervision of an established woman professional working in a non-traditional career area.
2. A Reference Bank composed of women professionals in a variety of non-traditional career areas; this file can be utilized by women who want specific career information.
3. A Speakers Bureau utilizing talented women, from a variety of career areas, who are available to talk to local groups about career possibilities for women and to provide encouragement for women who are considering careers in non-traditional areas.

An integral part of the success of the project was the development of an Advisory Board of women from business and professional women's organizations. This board worked closely with the project, assisting in the establishment of criteria for interns and supervisors and the evaluation of various aspects of the project.

The model project was developed by the Rockhurst College Women's Center for Non-Traditional Careers. The Women's Center was established in September 1975. The purpose of the Center is the advise women of career options available to them, to encourage and support career decisions, and to facilitate women's re-entry into an academic or professional environment. This is achieved by means of career interest testing, seminars, workshops, credit courses, individual

counseling and group counseling.

The affiliation between the Women's Center and Rockhurst College helped the WEEA project in two essential ways. First, Rockhurst College's reputation as a quality educational institution provided a degree of receptivity for the program which otherwise might not have existed. Second, the Center is recognized in Kansas City as a resource for women who are interested in changing career direction.

Because of limited resources and our affiliation with an educational institution, the focus of the internship was on professional level occupations rather than the broader spectrum of non-traditional fields.

PROMOTION

Promotion was considered one of the most important aspects of the project. Because of the time constraints placed upon her by the one year grant, for which awarding of funds was delayed, the Project Manager spent considerable time developing the promotional aspects of the project. The project was unique enough in character to generate interest among all forms of the media.

The first activity of the Project Manager was to write and distribute a project announcement (Appendix A). This was sent to women's professional organizations and various business and community leaders. An announcement of the project appeared in a major newspaper in Kansas City. A mailing concerning the project was sent to all 120 members of a local professional women's organization (Appendix B). An article also appeared in a publication of the American Society of Women Accountants, as well as the Rockhurst Report , a publication for graduates and friends of Rockhurst College.

The use of radio and television was also instrumental in promoting the project. During January 1977, there were six radio interviews and five

television interviews. A public service announcement was sent to 13 local radio stations to be announced on air. Radio and television promotion appeared to be the most effective method of publicity.

ADVISORY BOARD

The Advisory Board was an essential and integral part for the development of all three components of the project. It afforded contacts with all professional women's organizations and provided access to professional specialties such as law, banking, accounting, and medicine. In general, it allowed access to a diverse cross-section of professional women in Kansas City. It also gave us entry to key companies and many small businesses and industries within the city. Thus the board was an aggregate resource of quality professional women in Kansas City.

Members of the following organizations make up the Advisory Board:

American Business Women's Association
American Medical Women's Association
American Women in Radio and Television
Association of Women Lawyers
Business and Professional Women
Dimensions Unlimited
Federally Employed Women
Manas
National Association of Bank Women
Pilot Club
Soroptomists
Women's Chamber of Commerce
Women in Communications
Women's Society of Certified Public Accountants

Operational Narrative

Each organization represented selected one candidate to serve as a member of the Advisory Board. One or two alternates were also chosen at that time so

that we would have maximum representation from each organization involved. This was felt necessary to achieve optimal support from the parent organizations for the project. Attendance by representatives was usually very good.

We were very conscious of the time limitations of the professional women involved in the Advisory Board. Meetings were held, generally, every two or three weeks during the first two and a half months of the project. The meetings lasted for one and a half hours and each meeting had an agenda with a time schedule which was followed fairly rigidly (Appendix C).

Members of the Advisory Board were instrumental in the dissemination of materials and information regarding the three phases of the project. After each meeting, they would take information back to their respective organizations for discussion. Each organization thus had input for the development of the project, both directly and indirectly.

The Advisory Board was able to bring to our attention potential supervisors and to help identify interns with success potential. The board identified talented candidates for the Speakers Bureau and Reference Bank. Also, it was instrumental in developing criteria for interns and supervisors (Appendix D). Finally, the Advisory Board helped to develop the evaluative portion of the program.

During the course of the grant, a commitment to the Women's Center arose from the close working relationship between the Advisory Board and the Women's Center staff. This has created a permanent alliance for the Women's Center with these 14 professional women's organizations.

INTERNSHIP

Objectives

1. To provide women, who want to explore specific non-traditional career

areas, with opportunities to work with and observe successful women professionals.

2. To provide an opportunity for women to test their interests and abilities in areas that appeal to them.

3. To provide confidence building experience for women--by being on jobs and experiencing successes as they perform tasks supervised by supportive persons.

4. To provide business and industry an opportunity to utilize the services of competent women, thereby increasing business' experience and awareness of women as professionals and by increasing interest in hiring women for previously male-dominated positions.

5. To link the college and professional women in such a way as to generate programs supportive of women.

These objectives were met in the following ways:

1, 2, and 3. Sixteen women participated in a three and a half month internship program with women professionals in non-traditional careers.

4. Fourteen businesses were provided with women interns.

5. The internship program was conducted through the Women's Center for Non-Traditional Careers and supported by professional women in a variety of career areas.

Supervisor Selection Procedures

It was our experience that contacts for supervisors came most directly from two sources. First, the Advisory Board and input from their parent organizations provided a good resource for potential supervisors. And second, the Project Manager had developed a number of personal, business and professional contacts, throughout Kansas City, upon which she was able to draw.

After potential supervisors were identified, they were contacted and the

program was explained. If a woman indicated interest, a personal interview was conducted. Several of the potential supervisors were able to make the decision about having an intern without a clearance from higher management because of their positions, e.g., they owned their own companies.

In some cases, however, it was necessary to receive a clearance from upper level management. An example of this was Braniff International Airlines (Appendix E). We were unable to obtain this clearance in several instances, although we had identified potential supervisors and the Project Manager had interviews with higher level management in an attempt to gain support for the project. Since some companies requested a waiver, we consulted an attorney who drew up a release form for us (Appendix F). It should be noted that the attorney counseled us that the release form was not necessarily legally binding.

When possible, several months of lead time is beneficial and often required when large companies and corporations are being approached. It was indicated that we would have had support from several companies if there had been adequate time to sell the project or filter the information through corporate channels. In these instances, a successful first run of the project is thought to be a beneficial inducement for further discussions when the project is run again.

Potential supervisors were asked to submit a job description for the internship position. The job description assured that a potential internship was not being viewed as a way to increase clerical support for the businesses involved. Although there is no way of completely protecting against this, every precaution should be taken to guard against its occurrence. A verbal and written description of the project intent would be helpful. (Sample job descriptions are included in Appendixes G, H, and I.)

Internship Positions Available

The supervisors who were chosen during the initial selection phase of the

project held the following positions:

Television Producer

Radio News Director

Association Fund Raiser

Personal Director, Insurance Sales, Insurance Agency

Sales and Promotion, for a Food Association

Salesperson, Radio Sales

Dentist

County Legislator

Comprehensive Advertising Rotation Team, for Television and Radio

Veterinarian

Manager, Passenger Services, Major Airline

College Administrator

Promotional Director, Shopping Center

Supervisor, Manufacturing Company

Partner, Law Firm

Partner, Law Firm

Vice President, Major Company based in Kansas City

Owner, Manufacturing Company

Owner, Data Processing Company

Owner, Advertising and Public Relations Company

Owner, Specialty Advertising Company

Intern Selection Procedures

Potential intern contacts were generated from the promotion of the project with the greatest response coming from television and radio spots. In total, 155 application forms were requested and sent out (Appendix J). Of those 155 applications, 55 were returned to the Women's Center. Nine of the applications

returned were not able to be matched with the available internships.

As we received applications, we categorized them according to the internships available. A breakdown of the career fields chosen by prospective interns delineating first, second and third choice is given in Table I (Appendix K). (In retrospect, we feel it necessary to request more personal data on the application form.)

Saturday, February 5, 1977, was designated as the day for preliminary interviews. Prospective interns were interviewed by five teams consisting of two persons each. The interview teams were comprised of Advisory Board members, Women's Center staff, and a woman faculty member from the college. An evaluation sheet (Appendix L) was completed by each team member for every person interviewed. The prospective interns were rated in four general categories, including self perception, personal need, career goals, and developed and potential skills. A few interviews were scheduled for the following Monday to accommodate those individuals who were not available on Saturday.

The following week was spent tabulating the results of the Saturday and Monday interviews. Each candidate was rated, and some candidates were eliminated on the basis of the interview and availability of vocational field. Although we tried to match selected applicants on the basis of their first vocational choice, there was considerable overlap in certain career areas which made it necessary to look at the second choice, particularly if a candidate was considered outstanding by our criteria.

Interviews were, then, arranged with the supervisors to make the final selections. These interviews were either on campus or in the supervisor's place of employment. Table II shows how many potential interns were interviewed by each potential supervisor (Appendix M).

In the final selection process, more emphasis was placed on personality

compatability. Since the internship was scheduled to last for a 14 week period, we were interested in each intern obtaining the maximum benefits during that time. A difficult aspect of matching interns with supervisors was that several potential interns would have fit into more than one internship.

After the supervisor/intern interviews, final selections were made. This involved a joint decision-making process with substantial input from the potential supervisor and the potential intern. In six cases an appropriate match could not be made for the internship position available. For instance, two women interviewed for a position available in insurance sales, and neither felt completely comfortable pursuing that particular sales area. In two cases, two of the three possible candidates interviewed were considered appropriate for the position available and both were taken on as interns.

The educational level of the women chosen as interns was diverse. One had no college work, and four had from one to three years of college. Nine had B.A. degrees, most of those degrees in teaching. Two had advanced degrees, including one Ph.D.

Final selection positions

Final positions available, as determined by both supervisors and interns, were:

Television Producer (2)

Radio News Director (2)

County Legislator (1)

Veterinarian (1)

Manager, Passenger Services (1)

College Administrator (1)

Supervisor, Manufacturing Company (1)

Partner, Law Firm (1)

Partner, Law Firm (1)

Vice President, Major Company (1)

Owner, Manufacturing Company (1)

Owner, Data Processing Company (1)

Owner, Advertising and Public Relations Company (1)

Owner, Specialty Advertising Company (1)

Orientation

Orientation for the interns was held Wednesday, February 16 through Friday, February 18. The sessions were conducted by the Women's Center staff, primarily by Marcella Womack, then Director of the Women's Center, and two outside consultants (See Appendix N). One of the consultants was a specialist in human behavior. The other, was a business woman who worked for a large corporation and who was willing to share her experience and ideas. It was felt that the orientation would be an important beginning for the interns.

The orientation dealt with such topics as confidence building, assertiveness, values clarification, and risk taking. In general, it served as a forum for the exchange of ideas and concerns about the internship. It provided a chance for the interns to form a comaraderie. It was also a time to dispel fears and to deal with some of the socialization and compartmentalization of sex roles experienced by many of these women.

Post Orientation Contact of Interns/Supervisors

In addition to the initial three day orientation program, the interns met as a group once every four weeks for two hours. These meetings were conducted by the Women's Center staff. The function of the meetings was to give the interns an opportunity to share their common and unique experiences, to evaluate their progress, and to allow them to voice any concerns about the program and their working experiences.

The interns were asked to keep a diary. The purpose of the diary was to help them think and reflect on the experience and to record the process of the

internship. They were also asked to turn in a written update of their experiences so that we might have a condensed, written account of the process they experienced.

One luncheon with the supervisors was arranged near the end of the internship at which time we asked for suggestions and/or recommendations regarding the internship program. After reflection, we feel it might be appropriate to schedule a meeting with the supervisors prior to the beginning of the internship. This would allow time for orienting supervisors in such matters as introduction of the intern into the work group in a non-threatening way and for answering questions.

Evaluation

At the end of the internship, the interns and supervisors were given evaluation forms which had been developed by the Women's Center staff and the Advisory Board (Appendixes O and P). On this form, they were asked to describe in narrative form and rank, by number, the various aspects of the internship. The scale used was: 4, very helpful; 3, helpful; 2, neutral; and 1, not at all helpful. The quantitative results of the questionnaires are provided in Table III and Table IV (Appendixes Q and R).

The final meeting for the internship component was a joint meeting for interns and supervisors, again conducted by the Women's Center staff. Interns met first for an hour of review, and then the supervisors joined for an hour of informal conversation with wine and cheese. This meeting was for the purpose of thanking both the supervisors and interns for their participation and asking for a verbal critique of the experience and suggestions for changes and improvements.

For those supervisors who were unable to attend the final meeting, a personal session was arranged during which time the evaluation was discussed. A deadline of two weeks was given for the return of all evaluation forms and the written

Follow-up of Interns

We conducted an informal follow-up of the interns approximately two months after the completion of the internship component. At that time, five had found positions within their chosen vocation and five had interviewed for positions within their chosen field. Three were either continuing or had been accepted at an institution to continue their education. One had determined during the course of the internship that she was unable to continue because of personal and family pressures. Two were unavailable.

REFERENCE BANK

Purpose

The Reference Bank is a file containing the names of professional women who are in a variety of non-traditional career fields. These women have agreed to have conversations with other women who are in the career exploration process.

Methods of Development

In the process of contacting professional women to serve as supervisors for the internship portion of the WEEA project, the Project Manager talked with a number of women in a variety of career areas. She maintained lists of these women to recontact during the period when the Reference Bank would be developed.

The Project Manager also had developed a broad range of professional contacts from her prior business experience in sales and marketing. Names and occupational specialties of prospective business women participants were compiled. In addition to business and professional contacts, social and personal connections also enhanced the development of the Reference Bank.

The Advisory Board drew from individual member's parent organizations and their own business and social contacts to recommend participants to the Project Manager. Each Advisory Board member was requested to submit ten names of women for possible inclusion in the Reference Bank.

After receiving Advisory Board members' suggestions, we examined each potential participant. Each was identified by career area. Because of the diversification of career areas, it was decided not to limit subcategories so that we would have a maximum number of women and occupational specialties from which to draw.

Initially, prospective participants were contacted. The program and the participant's involvement and responsibilities were explained. As the list of candidates grew, however, we began to contact prospective Reference Bank participants by mail (Appendix S). Response to our request for Reference Bank participation was good--73% returned a completed questionnaire and indicated an interest and a willingness to participate in the project.

Operational Narrative

Presently there are 51 participants in the Reference Bank, representing fifteen general career areas including: accounting; air traffic control; banking; college administration; college teaching; financial planning; law; management; media-advertising; medicine; personnel; politics; public relations; services--human relations; and marketing. Subcategories of these general areas reveal 42 specific careers. For example, within the general area of accounting, one can identify such diverse occupational specialties as internal auditor with a large, nationally known insurance firm; investment officer/sr. securities analyst; college professor; certified public accountant; and assistant to the division controller of a subsidiary of a nationally known company. We are continually locating women who are interested in becoming participants in the Reference Bank.

The Reference Bank is in the form of a 5" x 8" card file. Cards are arranged alphabetically and indexed and cross-indexed by vocational area for easier use. The file is available to all women who use the Women's Center, whether they are from the community or students at Rockhurst referred by other departments within the college. Women identify occupations which are of interest,

look up names of women in that particular occupation, and then contact the Reference Bank participant directly by telephone. An appointment is made for a 15-20 minute conversation during which specific questions are asked of the Reference Bank member concerning her job. This procedure allows women to gather factual career information first-hand which can be used then in determining career choices.

SPEAKERS BUREAU

Objectives

The objectives of the Speakers Bureau are:

1. To provide a variety of civic, educational, church-related and other groups in the community with an opportunity to meet, hear, and observe successful professional women engaged in non-traditional careers.
2. To provide an opportunity for professional women to share their personal experiences so as to inspire, support, and prepare other women for entry into and advancement within non-traditional careers.

These objectives were met in the following ways:

1. Participants in the Speakers Bureau addressed 13 groups among which were several chapters of the American Business Women's Association, American Association of University Women, junior and senior high school class throughout the city, a professional business society and an alumnae chapter of a national women's fraternity.
2. 13 opportunities were provided for professional women to share their experiences.

Methods of Development

The methods of development for the Speakers Bureau were much the same as those used in developing the Reference Bank. Input from the Advisory Board was

heavily relied upon. The Advisory Board was asked to submit the names of at least two women whom members felt would be appropriate representatives of the Bureau. The list of 30 names was then culled to eight. Past and present business and professional contacts of the Project Manager were also utilized, as were outside suggestions from interested persons.

One major difficulty encountered in the development of this phase of the project was the commitment of time necessary for the Speakers Bureau. As we contacted prospective speakers to gauge interest and availability to participate in the project, we found that the type of woman whom we felt would be most appropriate for the Speakers Bureau already had an extremely busy schedule. We were looking to select persons who represented a certain level of professionalism, career development, and personality to serve as role models. Thus we found ourselves in the position of asking busy women to commit time which they did not have available, regardless of the individual interest in the project.

The success and development, however, of the Speakers Bureau was enhanced by the positive outcome of the internship program. We found that we were able to add qualified speakers, some of whom were reluctant to commit time initially, during the course of the year.

The following is a list of positions held by the 14 women who are members of the Speakers Bureau:

Director of Training for Family Planning, and private consultant on such topics as "Managing Change Creatively" and "Career Advancement"

Public Relations, Account Executive with exclusive responsibility for all national and internal public relations for Camp Fire Girls, Inc.

Director, Women's Center for Non-Traditional Careers

Advertising Specialist for major agribusiness company

Internal Auditor for major insurance company

County Legislator and private consultant in human relations

President, Manager, Personnel agency

Public Relations Director for a major hotel in Kansas City

Investment Broker, NYSE firm

President, Owner of public relations, advertising and marketing firm

Assistant Department Manager for western home office of a major insurance company

Director of a four state HEW project dealing in health care services

Assistant U.S. Attorney, Justice Department

Director, Public Relations for a local college

Operational Narrative

The Women's Center has received, during the course of the 12 month period, 13 speaking engagements. To date, organizations wishing to use the services of the Speakers Bureau have contacted the Project Manager directly. She has, in turn, contacted the speaker requested. This has proven to be too time consuming.

We are presently developing a brochure which will be sent to PTA's, the 14 Advisory Board organizations and their various chapters throughout the Kansas City area, as well as selected church groups and other business and civic organizations. It is planned to have a telephone number or address for contacting each speaker. Since most of the speakers have requested honorariums, it should facilitate the operation of the Speakers Bureau to have organizations contact each speaker directly. We are also actively talking with a local professional women's organization about taking over responsibilities for maintenance and publicity of the Speakers Bureau.

Evaluative Comments

No active attempt was made to obtain comments from representatives of groups using the Speakers Bureau. Most of the speeches given by members of the Speakers

Bureau were only part of a meeting which also included dinner and/or a business meeting. We felt it inappropriate to distribute evaluation forms after each speaking engagement and during other activities on the agenda.

We received informal positive feedback from most groups. In the development phase of this component of the project, we were careful to select members for the Speakers Bureau who displayed a high degree of professionalism and a desire to help other women succeed.

CONCLUSION

The internship program has proven valuable for women who are interested in testing a decision concerning specific career areas. It offers a unique experience in that an individual is given exposure to a position of responsibility beyond entry level. It helps women who have little or no previous work experience develop confidence in their abilities and skills. It also helps women who are in the process of changing careers or making new career decisions. In addition, it affirms the need for some women to further their education so that they may acquire the knowledge necessary for certain career areas.

Care should be taken that interns do not develop unrealistic expectations for entry into a career area beyond a level commensurate with their educational and working experience. For the mature woman this often means working with and for younger women and men who have not spent as much time defining career goals, but, because of work experience, have progressed in job responsibilities. Some women may find this frustrating and feel resentment.

It is our feeling that women who attempt an internship should be committed to returning to school or gaining whatever additional training is necessary to fulfill the requirements to qualify for a particular occupation. For some this may mean nothing more than on-the-job training. For others, the process

may be more involved--completing an undergraduate degree, obtaining an advanced degree, or taking supplementary coursework.

The development of a Speakers Bureau and Reference Bank is a natural alliance with an internship program because of the professional contacts made while identifying supervisors. The Speakers Bureau can serve to pique the interest of women who are beginning the process of identifying a career area. Talking with a professional woman through the Reference Bank can help to further identify the realities of an area of interest.

An interesting by-product of the project has been the creation of an informal network of professional women within Kansas City. While there may be no common ground with respect to career area or business endeavor, these women have demonstrated a genuine desire to help other women succeed.

Appendix A

project announcement

A one year federal grant has been awarded to the Women's Center for Non-Traditional Careers at Rockhurst College. This grant comes through the Women's Educational Equity Act and was one of twenty-one mini-grants awarded throughout the nation. The purpose of the grant is to provide women greater access to and awareness of non-traditional career opportunities. It will also give successful Kansas City professional women greater visibility in the community. The procedure for accomplishing these objectives is as follows:

1/ the development of an Internship Program for women who will work with women professionals in non-traditional career areas

2/ the establishment of a Reference Bank of women professionals who can be contacted for career information by women interested in career exploration

3/ the development of a Speaker's Bureau of women professionals who will be available to speak with local groups about career opportunities for women

The grant was designed to enhance cooperation among the academic community, the business community and professional women's organizations in the community.

We are inviting local women's professional organizations to participate in this project through the election of a representative to serve on our Advisory Board. It will be the responsibility of the Advisory Board to assist the Project's Director and Manager in all phases of development, implementation, and evaluation of this project. We also feel these organizations offer a key source of women professionals who are likely candidates for personal involvement in the project.

We will be calling on the business, industrial, and professional segments of Kansas City, asking them to participate in this project through the utilization of the services of competent, career-minded women on a temporary internship and information gathering basis.

The Women's Center is pleased to announce this project to you and hope you will share our excitement for its future. If you have questions or would like additional information please contact Jill Adams at the Women's Center for Non-Traditional Careers at Rockhurst College -- 363-4010 x354.

Marcella R. Womack
Project Director

Jill J. Adams
Project Manager

Women's Center For Non-Traditional Careers
Rockhurst College
5225 Troost
Kansas City, Missouri 64110

Appendix B

dimension

post office box 19531 kansas city missouri 64141

December 9, 1976

Dear Dimension's Member:

A one year federal grant has been awarded to the Women's Center for Non-Traditional Careers at Rockhurst College. This is one of only twenty-one mini-grants awarded nationally and comes through the Women's Educational Equity Act. The grant is to provide women greater access to and awareness of non-traditional career opportunities, and will also give Kansas City professional women greater visibility in the community.

The Dimension's Board has appointed me our representative to an Advisory Board assisting the Women's Center in all phases of the development and implementation of this project.

We are attempting to find qualified professional women supervisors/sponsers within companies that can possibly provide minimum stipends to the women interns in this program. However, it will not be necessary for a company to participate financially to be involved in the program.

The intern program begins February 14, 1977 and lasts for 3-1/2 months. Please see the enclosed information outlining the details of the program.

If you are interested or know of any professional woman that would be interested in participating in this program please call me at 756-0756 or contact Jill Adams at the Women's Center (363-4010, extension 354) by December 15. Thank you for your help.

Sincerely,

Ann Canfield

Ann Canfield

AC/ac

25

Appendix C

WEEA SPECIAL PROJECT

ADVISORY BOARD MEETING
November 3, 1976

AGENDA

5:30 - Informal period of conversation and getting acquainted

5:40 - Dinner

6:15 - Welcome / Introductions / Background of the Project
Jill Adams
Marcella Womack

6:30 - Project Explanation / Responsibilities of Advisory Board
Jill Adams

6:55 - Introductions of Advisory Board Members
a. Nature of the organization represented
b. Personal response to the concept of the project

7:15 - Review packet information (see attached)
a. Meeting schedule
b. Criteria Sheets
c. Next meeting's agenda

Adjourn

NOTES:

WEA SPECIAL PROJECT

Duties and Responsibilities of Advisory Board Members

I. Assist the Project Manager and Project Director in establishing all three components of the Project: internship, reference bank and speakers bureau

A. Internship - Develop criteria for the selection of supervisors and develop a profile of the women to be approached; design the job description of specific responsibilities of the supervisors (to be used in recruitment); identify, contact, recruit and assist in screening potential supervisors; develop the criteria for the selection of women interns; assist in the screening and selection of interns

B. Reference Bank - Develop criteria for the selection of women to be solicited for the Reference Bank; publicize the concept of the Bank and the criteria for serving in this way within their organization; recruit women to be listed in the Reference Bank for 1977

C. Speakers Bureau - Identify and select a volunteer Coordinator for the Speakers Bureau from the membership of the participating women's organizations; recruit women to serve on a Speakers Bureau in 1977

II. Assist the Project Manager in developing the evaluation criteria for the three components of the project; design the exit questionnaire(s) for supervisors and interns; evaluate the three components

III. Inform their organizations of the activities of the Advisory Board and the status of the project; gauge the interest of their organizations in continuing to assist the project after the grant period ends and determine the kinds of assistance available; act as catalysts within their own organizations to initiate similar or related project activities sponsored by the organization

IV. Assist the Project Manager in the dissemination of the program model to other women's organizations, locally and nationally

Appendix C

TENTATIVE MANAGEMENT PLAN - November/December 1976
WEEA Special Project
Advisory Board

First meeting - November 3

Acquaint Advisory Board with the Project; ascertain commitment; outline future meetings; distribute "criteria sheets"

Interim

Give thought to criteria for both supervisors and interns
Inquire and consider the financial aspect of the project (e.g. should interns exchange work for experience? should interns be paid a small salary? should "needy" interns be provided a stipend for expenses? where should money come from?)

Second meeting - _____

Decide on financial arrangement of the project; develop criteria for supervisors and interns

Interim

Inquire/search out potential supervisors

Third meeting - _____

Identify potential supervisors; discuss; arrange "contact points" and procedure for recruiting, screening of supervisors

Interim

Contact, interview potential supervisors

Fourth meeting - _____

Discuss contacts made; make decision on selection of supervisors

MEA SPECIAL PROJECT

Criteria for Supervisors for Internship:

PERSONAL:

PROFESSIONAL:

OTHER KINDS OF EXPERIENCE/ CONSIDERATIONS:

Appendix C

MEA SPECIAL PROJECT

Criteria for Interns for Internships:

PERSONAL:

PROFESSIONAL:

CAREER GOALS:

OTHER CONSIDERATIONS:

Appendix D

WEEA SPECIAL PROJECT

Description for Potential Supervisors

We are looking for individuals who possess the following qualities: enthusiasm, patience, have an ability to communicate openly and freely, are sincere, can empathize with the barriers women may encounter as they seek entrance into new career fields, are mature, have a commitment to helping women achieve upward mobility and have a desire to create a female support system. Potential supervisors will have clear career and life goals and a security in and understanding of their own identities. We are looking for individuals who have achieved competence in their fields, command respect from their peers, have commitment to personal and professional achievement and have helped create an acceptance of women in their professions.

Description of Potential Interns

We are looking for individuals who are teachable, dependable, open-minded, have perseverance, determination, an ability to relate to others, possess strong inner-motivation; individuals who are competent, have ability to achieve and desire to succeed in their chosen fields, possess the basic necessary skills for the chosen career area and have aptitudes to acquire other advanced skills (it should be noted that many individuals will have developed their expertise through personal and/or community involvements.) The individuals we are looking for will have given serious consideration to realistic career goals, have a definite commitment to a career and what it entails, have a commitment to go back to school or begin whatever process is necessary to qualify and succeed in the chosen field. The individuals should have high school diplomas and preferrably some college particularly in those fields where a degree or degrees will be necessary.

There will be opportunities for the supervisors and the potential interns to interview one another before commitments are made.

We are asking potential supervisors to put together a job description for the intern and a list of basic skill requirements an intern must meet.

BRANIFF INTERNATIONAL

January 27, 1977

Ms. Jill Adams
Project Manager
Women's Center for Non-Traditional Careers
Rockhurst College
5225 Troost
Kansas City, Missouri 64110

Dear Jill:

Enclosed is my recommendation for a suggested college course program to be followed by women interested in airline management career fields.

Study which would be most beneficial to a person in my particular job would include courses in:

Communications
- Basic Speech
- English composition
- Grammar
- Technical Writing

Humanities
- Philosophy
- Foreign Language (Spanish)
- History
- Georgraphy

Mathematics
- Elementary Accounting
- Business Statistics
- Finite Math
- Introduction to Computing

Man Power Management
- Collective Bargaining
- Applied Psychology
- Labor Economics
- Introduction to Industrial Safety
- Motion and Time Study
- Business Policy
- Industrial Supervision
- Government Regulation of Business
- Public Administration
- Personnel Management
- Report Generation

An internship program should be designed to emphasize "relevant excellence"in professional preparation. A college degree represents earning power only to the extent that it provides a person with skills and competencies which will be needed later. Since the airlines do employ women who have majored in Accounting, Computer Sciences, Business Administration, Information Systems, Marketing and Office Management, opportunities do exist for serious purposed individuals. Internship direction should encourage those persons. I'm certain you will receive much satisfaction through your efforts on behalf of other women.

Yours truly,

G. McQueen

INTERNATIONAL AIRPORT, P. O. Box 20046, KANSAS CITY, MISSOURI 64195

BRANIFF INTERNATIONAL

January 7, 1977

Ms. Jill J. Adams
Project Manager
Women's Center for Non-Traditional Careers
Rockhurst College
5225 Troost
Kansas City, Missouri 64110

Dear Jill:

Enclosed is the job description which you requested in connection with the W.E.E.A. project. We have received tentative approval to participate with Rockhurst in the internship program. Final approval will be provided through our corporate offices upon submission of a memorandum of agreement outlining Rockhurst's responsibilities and the extent of commitment involving Braniff.

We would like to have this memorandum of agreement prepared on college stationery and signed by a college official so that it can be forwarded to our regional vice president promptly.

Enclosed is my understanding of the items which should be included in the memorandum of agreement.

We look forward to working with you on the project.

Yours truly,

G. McQueen, Manager
Passenger Services

GM:rh
Attachments (2)

33

INTERNATIONAL AIRPORT, P. O. Box 20046, KANSAS CITY, MISSOURI 64195

ROCKHURST COLLEGE

Kansas City's Jesuit College

5225 TROOST AVE • KANSAS CITY, MISSOURI 64110 • PHONE (816) 363-4010

Appendix E

Women's Center
for Non-Traditional Careers

Memorandum of Agreement

Women's Educational Equity Project

Rockhurst Women's Center

This letter confirms our verbal understanding of the extent of responsibility and involvement on the part of Rockhurst College and Braniff International covering the internship program for women with women professionals, made possible through the WEEA grant awarded to Rockhurst College in Kansas City.

We agree to accept an intern, placing her on Braniff property for a fourteen week period during which time she would be exposed to the responsibilities of the job of manager of passenger services.

The intern would not be placed on Braniff's payroll and would not be covered by Workmen's Compensation or Social Security.

During the training period, the intern would be assigned to a forty-hour work week, 8:30 a.m. to 5 p.m., Monday through Friday. She would become aware of the requirements needed to work towards a career in the management of passenger services field.

It is intended to make certain that the internship would be extended only to serious, purposeful individuals. Braniff reserves the final right of selection of the intern to be assigned, based on referrals made by the Women's Center. Braniff reserves the right of rejection of any intern during any point within the training period should the individual prove unqualified, uncooperative, or uninterested.

Internship will be limited to one participating intern during any single fourteen week period.

date_____

_____
Rockhurst Representative

_____
Braniff Representative

_____
Title

_____
Title

RELEASE

WHEREAS, the undersigned has accepted an appointment as an intern with _____ (the "Company") pursuant to an internship program (the "Internship Program"), sponsored by the Rockhurst College, Women's Center for Non-Traditional Careers for Women; and

WHEREAS, the Company has agreed to act as my supervisor in and for the duration of the Internship Program and to provide me with on-the-job work experience on a voluntary basis and without compensation to me.

NOW, THEREFORE, in consideration of the foregoing, the undersigned hereby agrees as follows:

1. The undersigned hereby acknowledges and agrees that she is not, as the result of her participation in the Internship Program through the Company, an employee of the Company for any purpose, and she further acknowledges and agrees that she shall not be entitled for any compensation for any services voluntarily rendered by her to the Company during the Internship Program.

2. The undersigned further acknowledges and agrees that she shall not assert any claim for entitlement to any benefits under "The Workmens Compensation Law" (Chapter 287, R.S.Mo. 1969), the "Missouri Employment Security Law" (Chapter 288, R.S.Mo. 1969) or any similar law, for any occurrences or

activities occurring while a participant in the Internship Program, and she further hereby acknowledges that she is not an employee of the Company within the meaning of any such laws.

IN WITNESS WHEREOF, the undersigned has executed this Release of her own free will and volition on this _____ day of _____, 1977.

_____

Appendix G

Job Description Prepared For:

Management Trainee Internship Program

Women's Educational Equity Act Grant

Rockhurst College

5225 Troost

Kansas City, Missouri 64110

Firm: Braniff International

Job Title: Manager Passenger Service - MCI

Incumbent: Ginger McQueen

Location: Kansas City International Airport

The manager passenger services is responsible to the director passenger services.

Responsible to the manager passenger services are the assistant managers, lead agents and agents who are assigned to duties at the ticket counter, at the departure lounges, in the lost and found offices, in the accounting offices and special service personnel in government control offices involving security, customs and immigration. In addition, she supervises the sales representatives in the BI Council Room. The MCI manager of passenger services also is responsible for BI Guardian services' operation covering aircraft boarding security.

Responsibilities: Appendix G

1. Schedules. Establishes standards and monitors performance of field ticket office personnel and special service representatives.

2. Scheduling of available manpower to assure best use of resources as required by the flight schedule pattern.

3. Control of absenteeism and overtime.

4. Discipline and training of agents assigned to passenger services to assure cordial relations with customers and efficient execution of services.

5. Control of accountable revenue ticket forms, cash receipts, and working funds. Timely submission of all accounting requirements.

6. Documentation of international passengers. Assistance to passengers in clearing through United States Government control offices.

7. Ticket sales and ticket lift. Control of passengers boarding aircraft.

8. Conduct of passenger services procedures in accordance with company regulations in a manner which meets or exceeds prescribed standards.

9. Supervision of porters, baggage check activities, care and protection of passengers' baggage at the ticket counters and reclaim areas.

10. Management of lost and found activities to insure prompt and accurate response and claim service to customers and to intra-company requests.

11. Management of BI Council Club. Includes staffing, provisioning, compliance with health and liquor regulations and accountability for sales and activities.

12. Special Services

    a) Providing accommodations for incapacitated persons and very young and very old persons.

    b) Providing accommodations for top accounts, celebrities, civic officials, the press, and guests of Braniff International.

    c) Provide accommodations for inconvenienced or mishandled Braniff customers.

    d) Relaying to other stations requirements for meet and assist activities for customers at other stations.

    e) Operation of special service vehicles.

Appendix H

JOB DESCRIPTION

(Administrative Intern)

I. NARRATIVE DESCRIPTION

The Administrative Intern shall provide responsible and confidential assistance to the Assistant Dean of Student Affairs, making routine decisions independently and performing a variety of duties requiring perceptive judgment and discretion, with accountability for the results to the Assistant Dean of Student Affairs.

II. FUNCTIONAL RESPONSIBILITIES

A. Attend to administrative detail on special matters assigned by the Assistant Dean, organizing and implementing projects as requested (given general instructions).

B. Evaluate all incoming correspondence, determining which matters require the Assistant Dean's attention, marking appropriate sections, drafting replies & gathering appropriate background material. Acknowledge all correspondence in the absence of the Assistant Dean.

C. Assist in providing accurate, on-time reporting to all federal agencies as related to Student Affairs (i.e., Financial Aid, Student Work Study, Veterans Affairs).

D. Provide liaison between the assistant dean's office and the program center unit which includes Placement, Veterans Affairs, and Financial Aid.

E. Cooperate effectively with other employees in carrying out the assistant dean's instructions, transmitting information accurately and tactfully, and taking initiative when appropriate.

F. Assist in the development and implementation of goals and objectives as related to the Offices of Placement, Veterans Affairs, and Financial Aid.

G. Assume responsibility for the administration and supervision of classified staff in the absence or inaccessibility of the assistant dean.

III. COORDINATING TASKS

Maintain coordination with appropriate units of the College in all matters related to the function of the offices of Placement, Veterans Affairs, and Financial Aid.

Appendix H

IV. REQUIRED SKILLS

A. Ability to summarize and make reports.

B. Ability to organize, disseminate, and carry out regulations and procedures.

C. Ability to work under extreme pressure.

D. Ability to work cooperatively with employees, students, and public.

E. Ability to communicate effectively in oral and written forms and delegate responsibilities to be shared by other employees.

F. Ability to type.

V. REQUIRED EDUCATIONAL BACKGROUND

Bachelor's degree preferred

VI. REQUIRED EXPERIENCE BACKGROUND

Some experience in dealing with people

NEXUS corporation

Linking People with Resources

December 23, 1976

Ms. Jill Adams
Women's Center
Rockhurst College
5225 Troost
Kansas City, Missouri 64110

Dear Jill:

NEXUS Corporation is an advertising and public relations agency located at 1908 Main Street, Suite 200. Tracy Thomas is tne president, and the person an intern would work with. This is a small agency, including Kay Lentz and Jerry Jette. We work together on a shared task basis, instead of narrowly defined work roles.

An intern would learn a little bit of many facets of advertising, including:

Preparation of proposals, budgets
Production management (working with several free lance artists, filmmakers and printers)
Writing ad copy
Press liaison for public relations
Writing, editing a corporate newsletter
Media buying -- TV, radio and print

Skills that will make an intern's work in advertising in Kansas City effective include:

1. Sensitive to the positive presentation of the clients in the eyes of the public.
2. Good verbal communicator and writer.
3. Hard worker.
4. Knowledge of the city, well read, including the Kansas City STAR and local television news.
5. Able to work with figures.
6. Well groomed when in public.

1908 Main, Suite 200 • Kansas City, Missouri 64108 • (816) 471-5396

Personality traits that will make an intern's time with NEXUS a pleasant and productive one include:

1. Sense of humor
2. Willing to learn new skills and follows through on assignments
3. Able to take direction
4. Devoted to meeting deadlines
5. A "touch-baser" (checks with others when in doubt, before making commitments and obligations.)
6. Pro-feminist (need not be a "marcher," but at least wave a sign from the sidelines)

Note: The advertising stereo-type of a zany creative free spirit is not on my list, as it is not required. The greatest problem with ad agencies in general is the need for good management.

I trust this is the information you need. We think this is a great program and are anxious to participate. I look forward to talking with you soon.

Sincerely,

Tracy

Ms. Tracy Thomas
President

TT:kl

ROCKHURST COLLEGE

Kansas City's *Jesuit* College

5225 TROOST AVE. • KANSAS CITY, MISSOURI 64110 • PHONE (816) 363-4010

Appendix J

Women's Center
for Non-Traditional Careers

Data Sheet for Potential Interns

Educational requirements:	H.S. degree necessary. Some college preferred.
Application due:	January 28, 1977
Week of Orientation:	February 14-18
Duration of Program:	February 21-May 27, 1977
Compensation:	In general, there will be no pay connected with internships. There are a few exceptions to this. No college credit will be given.

Internships available in the following areas:

Veterinary Medicine
Banking
Corporate Management
Manufacturing
Dentistry
Advertising
Politics
Public Relations
College Administration
Insurance
Television Production
Sales
Data Processing
Broadcasting
Law

Open to any interested person in the community.

43

Appendix J

Internship Application

1. Please share with us, in a paragraph, some of your past and present experiences, both personal and professional, which make this internship appealing to you.

2. Indicate, in order of priority, your field(s) of interest for internship (limit 3).

3. Describe, in detail, your basic skills which qualify you for internship in this field(s).

4. Describe, in a paragraph, how you see the internship experience benefiting you.

Appendix K

Table I: Career Field Choices of Prospective Interns

Career Field	1st choice	2nd choice	3rd choice
Public relations	12	7	4
T.V./Radio broadcasting	5	3	1
Television production	4	3	5
Advertising	3	3	4
Law	3	3	6
Sales	3	3	2
Data processing	3	1	3
Veterinary medicine	3	1	
Corporate management	2	8	1
Politics	2	4	4
College administration	1	2	2
Real estate	1		
Health sciences	1		
Customer service	1		
Museum curator	1		
Banking		3	1
Art			1
Counseling			1
Dentistry			1

Appendix L

INTERVIEW NOTES

Interviewer:_____

Name:_____

Please rate on a scale of 1-4 (4=superior, 3=above average, 2=average, 1=below average) the following items as demonstrated by the person being interviewed. Add notes as appropriate.

1. comprehension of self / sense of self-worth / clarity about self positive presentation of self

2. personal need / interest in internship / sense of the value of the opportunity for self

3. clear goals / flexibility

4. related skills to area identified / willingness to develop skills to accompany interest

5. over-all impression of the interviewee (be sure and use scale and write a brief paragraph about your impressions)

NOTE: We are looking for a balance between personal need and demonstrated ability. The project is geared to serve the needs of women who are "in search" and may have an unfocused goal, and at the same time have the skills and innate ability to perform competently as an intern. We realize that screening will be difficult because of the large number of variables, therefore we encourage you to take notes that might be helpful if we have a "close decision" between two persons.

Table II: Interview Session with Supervisors

# of Potential Supervisors Interviewing	# of Potential Interns Interviewed
1	5
1	4
6	3
6	2
6	1

Appendix N

WEEA PROJECT - INTERNSHIP ORIENTATION

Wednesday - Friday, February 16-18, 10 a.m. - 4 p.m.
Convocation Center, Room 202

WEDNESDAY

"Where am I coming from..."

10 - 10:20 - Pre-Test on Attitudes

10:20 - 11:15 - Introduction of project and participants
Draw pictures - "Where I am at this time in my life"
Share in dyads, including comments on "why I am here"
INtroduction of partner based on sharing

11:15-12:00 - Time-Line of Turning Points in own life
Questions: What decision was made at that time?
How were those decisions made? (who?)
Who assisted you in that process or at that point?
What was learned from the experience?
Share in groups of four
Large group summary

12:00-1:00 - Lunch and informal conversation

1:00-2:00 - Journey through time / Personal socialization
Relaxation and fantasy on growing up female
Write down messages received and who gave them
Messages: girls are supposed to be (characterics)
" " " to behave...
" " " to work at (roles)
Rap: Socialization / compartmentalization in sex roles
Attitudes affecting self-concept
Last 20 years of research - "What difference does the difference make?"

2:00-3:15 - Assertiveness Training introduction
Definitions
Personal reflection - describe basic pattern / Share in dyads
Basic Rights
Personal identification of one have most difficulty with
Discuss in groups of 5
General summary discussion

3:15-3:30 - Break

3:30-4:00 - Risk-Taking continuum / identify point on continuum rep. of self
Discussion: What keeps me from risking more? What would it take to change this situation?

Personal reflection: "I can C HOOSE the messages I give myself in regards to myself as a female person.
I WANT FOR MYSELF TO BE...
AS MYSELF I WANT TO ACT...
FOR MYSELF I WANT TO CHOOSE THE ROLES OF...
Choose one and share with the large group as closure

THURSDAY

"Who I am now..."

10:00-10:30 - Use values clarification name tag s to include:
I am a person who likes: (5)
values:
can:
needs:
Mill around and meet people did not get to visit w-ith before

10:30-10:45 - Circle name recall

10:45-11:30 - Values shield to include:
greatest accomplishment
families greatest accomplishment
greatest disappointment
what makes me feel good (for others to do)
if had one year, guaranteed success, what would want
three things want people to say about you when you die
10:45-11:00 - draw and reflect
11:00-11:30 - share in groups of five

11:30 - 12:00 - Fantasy - walking down a street/ enter store/ b uy item
dyads - share fantasies and describe item
leader: "Can claim characteristics/aspects of that item as parts of yourself?"
dyads - discuss qualities in self as identified with object

12:00 - 1:00 - lunch and informal conversation

1:00-1:20 - Write a description of 5 successes have had that feel good about
pull out the skills it took to accomplish them
1:20-1:45 - Dyads - share descriptions and skills (first person)
get feedback on additional skills (second person)
share description and skills (second person)
get feedback on additional skills (first person)

1:45-2:00 - Complete sheet on Work Values / compare and discuss with one other person

2:00-2:30 - Fill out questionnarie on important Work areas / discuss w ith one other person

2:30-2:45 - Break

2:45-3:00 - Rap on Taking Responsibility for own Life / ACTION REQUIRES PLANNING the need for goal-setting / information gathering / removal of blocks / decision-making / ACTION

3:00-3:15 - Force Field Analysis - Take a goal related to internship / write

3:15 - 3:45 - Pick one or two blocks in the way of reaching that goal
Creatively problem solve in groups of 4

3:45-4:00 - Closure - Each person go around circle and say:
"To deal with my block, which is_____, I will...."

page 3

FRIDAY

"Preparing for the internships..."

10:00-11:00 - "entering a man's world"
Barbara Harlow - share personal experience
Kay - 20 minute rap on fears from men, fear of success, sexuality issues, feeling your own power, discrimination
3 way RAP: "OK, so we know that's there...how are we going to conduct ourselves? " Professional Behavior / Definitions of Success

11:00-12:00 - Basic introduction of TA / use of ego-grams

12:00-1:00 - lunch and informal conversation

1:00-2:00 - TA and emphasis on Nurturing Self

2:00 - 2:30 - Review of Assertiveness and Assertivenss Tools

2:30 - 3:30 - Role Plays using tools
#1 - with Significant Other about your being in internship
#2 - with female supervisor (point of tension)
#3 - with male on the job (sexist attitude/comments)

3:30-4:00 - Closure - YOU DON"T HAVE TO WAIT...YOU CAN DECIDE...NOW

Taking responsibility / claiming personal power / choosing change

Fantasy: How I will be on that job...
Choose a self-affirmation: "I am...."
Mill around and repeat the affirmation to others
Share that in final group closure

WILL NEED A SHEET ON SUBSEQUENT MEETING TIMES:
WILL NEED A SHEET SUGGESTING ON- GOING ACTIVITIES: Journal, self-affirmations, perceptions of people, problem areas,

Appendix O

To comply with the terms of the WEEA grant it is necessary to have evaluative data concerning the program. Below is a list of questions with both a scale ranking and a space for narrative. We ask that you rank yourself and add narrative for each question. We would like as much detail as possible. The scale is :

very helpful 4 | helpful 3 | neutral 2 | not at all helpful 1

1. Rate the usefulness of the internship in assisting you:

   a. to clarify career choice 4 3 2 1

   b. to gain knowledge regarding a particular career field 4 3 2 1

   c. to learn the entry possibilities for women in your particular career field 4 3 2 1

   d. to learn the possibilities for upward mobility for women within the career field of your choice 4 3 2 1

2. Rate the usefulness of the internship in providing you with the following:

   a. salary range information 4 3 2 1

   b. advancement possibility information 4 3 2 1

   c. types of positions available within your field of interest 4 3 2 1

   d. knowledge of the responsibilities and activities associated with the various positions 4 3 2 1

3. Rate the success of the internship program in assisting you view the business world as an appropriate place for women to succeed. 4 3 2 1

4. Rate the success of the internship in helping you deal with:

   a. the existing structure of the business world 4 3 2 1

   b. individuals within the structure 4 3 2 1
   (Please consider the following in your narrative: did you become more assertive, self-confident, more willing to take on responsibility; did you become a productive, contributing part of the organization?)

5. Discuss the positive impact the internship had on male personnel's attitudes toward the competency and acceptibility of women in your career field.

6. Evaluate the advances you feel you made in the following skill areas:

   Assertiveness skills

   Communication skills

   Aptitude to learn practical or technical information as it relates to your environment

7. Please list and detail suggestions for improving:

   Selection process

7 (continued)

Structure of the program

Intern Orientation

Training Sessions

8. Additional comments on the program:

9. Rate the performance of your supervisor:

a. time spent with you 4 3 2 1

b. kinds of assistance provided 4 3 2 1

c. quality of assistance provided 4 3 2 1

d. any other pertinent information

To comply with the terms of the WEEA grant, it is necessary for us to have evaluative data concerning the program. Below are a list of questions with both a scale ranking and a space for narrative. We ask that you rank your intern and add narrative for each question. We would like as much detail as possible. The scale ranking is:

4	3	2	1
very helpful	helpful	neutral	not at all helpful

1. Rate the usefulness of the internship in assisting the intern:

   a. to clarify career choice 4 3 2 1

   b. to gain knowledge regarding a particular career field 4 3 2 1

   c. to learn the entry possibilities for women for the particular career field 4 3 2 1

   d. to learn the possibilities for upward mobility for women within the field 4 3 2 1

2. Rate the usefulness of the internship in providing the intern with the following:

   a. salary range information 4 3 2 1

   b. advancement possibilities 4 3 2 1

   c. types of positions available within the field 4 3 2 1

   d. responsibilities and activities associated with specific positions 4 3 2 1

3. Rate the success of the internship program in assisting women to view the business world as an appropriate place for women to succeed. 4 3 2 1

Appendix P

4. Rate the success of the internship in helping the intern deal with:

   a. the existing structure of the business world 4 3 2 1

   b. individuals within the structure 4 3 2 1
   (please consider in your narrative the following: did she become more assertive, self-confident, more willing to take on responsibility; did she become a productive, contributing part of your organization?)

5. Discuss the positive impact the internship had in your company on male personnel's attitudes toward the competency and acceptibility of women in your career field.

6. Evaluate the performance of the intern working with you in regard to the following skills:

   Assertiveness skills

   Communication skills

   Aptitude to learn practical or technical information as it relates to your environment

7. Please list and detail suggestions for improving:

   Your involvement

   Selection process

7 (continued)

Structure of the program

Intern orientation

8. Additional comments on the program:

9. Rate your own performance with regard to the intern:

a. time spent 4 3 2 1

b. kinds of assistance you provided 4 3 2 1

c. quality of assistance provided 4 3 2 1

d. any other pertinent information

Appendix Q

Table III: Interns Evaluation

Subject rated	Mean score
Clarification of career choice	3.56
Knowledge of career field	3.56
Entry possibilities	3
Upward mobility possibilities	3
Salary information	2.44
Advancement possibilities	3.38
Types of positions available	3.56
Responsibilities and activities of position	3.6
Appropriateness of women in business field	3.56
Dealing with structure	2.44
Dealing with individuals	2.6
Time spent with supervisor	3.33
Assistance provided by supervisor	3.5
Quality of supervisor assistance	3.56

Table IV: Supervisors Evaluation

Subject rated	Mean score
Assistance in clarifying career choice	3.45
Gained knowledge of career field	3.45
" " " entry possibilities	3.18
" " " upward mobility	3
" " " salary	2.27
" " " advancement possibilities	3.09
" " " types of positions	3.27
" " " responsibilities	3.18
" " " women in field	3.6
Learned to deal with structure	2.72
" " " " individuals	3.1
Time spent with intern	2.9
Assistance provided to intern	3.1
Quality of assistance to intern	3.1

ROCKHURST COLLEGE

Kansas City's *Jesuit* College

6225 TROOST AVE. • KANSAS CITY, MISSOURI 64110 • PHONE (816) 363-4010

Appendix S

Women's Center
for Non-Traditional Careers

Dear

We are compiling current information for the Rockhurst Women's Center Reference Bank and Speakers' Bureau files. To help us have complete and up to date records, will you please return the following information to us as soon as possible.

Name:

Company:
Address:

Phone:

Position:

Responsibilities:

Years with Company:

Past Occupational Experiences:

Education:

Other Training:

Comments:

We appreciate your participation and cooperation.

Sincerely,

Jill J. Adams
Women's Center